

Quest for a better life – pathway 9-12

This is an example, a suggested pathway for teachers to offer their 9-12-year-old learners to get started with entrepreneurial education in their own school and neighbourhood contexts.

Developed, with best wishes, from the IDEEC.EU team

INTRODUCTION:

In this pathway, teachers can guide their learners through a series of activities, designed to enhance students understanding of community issues, personal values, and entrepreneurial skills.

You can access IDEEC definitions, methodology and didactics principles [HERE](#).

This lesson pathway document can **guide you as the teacher to build your own educational project for your students, with impact.**

For this example taster we chose a topic that we believe can generate debate and motivation among students.

We have suggested activities, as a proposal of the IDEEC team. But this document is completely **adaptable and flexible**, according to your wishes as a teacher. In this example, focus is on health and the use of food in their daily life at school. Students can consider **what it means to take care of this food at school in a healthy way, how to have good eating habits and what benefits it entails both in the present and in the future in terms of health.**

Aim: Take a route through the entire process of building a school entrepreneurship project with impact.

Our project will be based on the following idea: **I love healthy snacks**

Time: The execution time of this pathway will be conditioned by the availability of the teacher to work on the project. The maximum time to go through all the activities is one trimester. Each activity proposes its own time. And to facilitate the good development of the pathway and maintain motivation in the classroom, we recommend having a deadline. This can be a freely chosen date or connect to a date indicated in the educational center or in the environment.

Taster session: If you want to do only a ‘taster’ of this program we recommend to carry out an activity of phase 1, mainly the activity where you can talk and discuss an identified problem from which to develop a project. In this way, the motivation of the class and the possibility of developing this type of process can be tested.

[Phase 1: Challenge framing](#)

Click to access all the information about the phase.

Competences:

- [Ethical and Sustainable Thinking](#)
- [Vision](#)
- [Self-Awareness and Self-Efficacy](#)

Activity 1: Newspaper activity:

Students explore local newspapers to identify and rank important community issues, then create their own “newspaper” highlighting these concerns. They

Impact:

Framing question:

<p>Time to approach the problem, for example by taking to school some unhealthy food and build a challenge to get conscious and better. It's also time to collect information about healthy food.</p>		<p>brainstorm imaginative solutions to one selected issue and reflect on the process, building their understanding of community impact and the steps needed to research and develop viable ideas. This activity will be able to be transversal, designing a dissemination tool working all the process.</p>	<p>What do we care about?</p>
<p>Phase 2: Solutions experimenting Click to access all the information about the phase. Here we will see all the possibilities and ideas that our project can generate. Our idea is important to build our project!</p>	<p>Competences:</p> <ul style="list-style-type: none"> - Creativity - Critical Thinking - Teamwork 	<p>Activity 2: Values for all: This activity guides students to reflect on their personal values, understand their significance, and select their top three non-negotiable values. Through group discussions, students create a shared 'value manifesto' and can form project teams based on common values to address real-world challenges.</p> <p>Activity 3: Problem ideation: This activity helps students to generate many ideas in order to see the many problems that exist in relation to our challenge</p>	<p>Generating and sharing ideas! Road to the project.</p>
		<p>Activity 4: Thinking Hats: This classic creativity and critical thinking technique is based in role playing is aimed to look to an issue in groups, give feedback or find a solution to a problem. The goal is to explore and value multiple point of views to look at a problem.</p> <p>Activity 5: Street Voices In this activity, students are encouraged to reach out to people outside of the class and get relevant information for the development of their entrepreneurial ideas. Interviews can be used to validate the entrepreneurial ideas the class or the teams want to implement. Based on the respondents' answers, students can tune their ideas to better meet the identified needs.</p>	

		<p>Activity 6: Team Roles A step-by-step activity to guide students in dividing into operational teams and to prepare a list of tasks and responsibilities for each sub-team. This activity is designed to present the different roles and their tasks and responsibilities to the students first and then to guide them in deciding what role they would like to take on in their startup. By the end of the activity each team should be divided into sub-teams (i.e. design, production, communication and marketing)</p>	
<p>Phase 3: Impact Making Click to access all the information about the phase. Putting everything in line and launching the project for implementation. We have chosen one/several ideas, which we have to implement and analyse if they work and are viable. It may be necessary to go back to phase 2 to rethink.</p>	<p>Competences:</p> <ul style="list-style-type: none"> - Coping with uncertainty, ambiguity & risk - Mobilising Others - Organisation 	<p>Activity 7: Peer Feedback Students practice giving and receiving constructive feedback on their entrepreneurial ideas, helping them refine their projects through peer input and actioning relevant suggestions. This activity could be used when students have an idea, prototype, pitch or other work to receive feedback on. A peer feedback activity works well when student teams have ideas developed, and these ideas are ready for input.</p>	<p>Into action! Making my school better.</p>
		<p>Activity 8: Organising a Show & tell (demo event): A step-by-step activity to enable students to show their capability to organise an event where they persuasively describe their entrepreneurial products and services.</p>	
		<p>Activity 9: Project Wrap up Students reflect on (think about) the good, bad, their personal growth, and any learnings from their project. They finish with being thankful for someone who supported them during the process.</p>	
<p>Assessment: Use our evaluation tools throughout the process. Continuous evaluation is key to the construction of the project in the classroom. Direct evaluation with the students will also be useful, as the topic chosen in this pathway allows to create debate and to see how the project works and how it can influence the vision and experience of the students. See the impact page for more info.</p>			